

Photography Relationship Between The Course Of The Realizations Of The Field Students

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ABSTRACT

Field trips in photography classes provide students with the ability to embody the abstract knowledge they learn, to practice about the techniques used, and to find and shoot in the right areas of the subject. Students who take photography courses have their views on the ability to perform field trips the screening model was used in this study. Research Open-ended questions have been applied to the 2nd and 3rd year students who are teaching in Fine Arts and Design Graphic Design Department. 82 students participated in the study. The answers given by the students to the questionnaire were applied through descriptive analysis. According to the results of the research, students think that it is very important for students to take photography courses, that they provide permanent learning and that the content of the course is suitable for field trips, that they use more techniques in field trips and that field trips help reinforce learning.

Key Words: Photography, taking photograph techniques, field trips.

1. INTRODUCTION

Today, education and training activities have become a life-long process that uses all the resources. Out-of-school environments that are more natural, flexible, and entertaining than the education given to them are rich teaching resources that allow the students to gain different experiences with different activities and save the teaching from being a book-dependent and classroom atmosphere (Noel, 2007) Caldarelli, 2004, transferred to Bozdoğan, 2017). For this reason, non-school education activities applied in the field of science and social sciences are also applied in other fields. The photography course is complemented by the students' practice in the field with their field trips. Thus, students go out of school and benefit from the environment they live in. The techniques described in the course are developed and applied to the students, especially in the vicinity. Field trip students are experiential learning types and draw students out of the traditional classroom environment. Field trips give students an insight into the world they live in, they gain knowledge and understanding, as well as gain experience (celestial, hooker, moon, 2009).

Field trips in non-formal activities have shown that students are influential in the development of analytical thinking, social and personal skills (Pascarella and Terenzini, 1991, Kuh, 1995, Westfall, 1999, Strauss and Terenzini, 2007). Out-of-school educational activities, including field trips, are defined as an effective teaching method and strategy for the consolidation of activities that are impossible for students to learn in the classroom in the curriculum. Out-of-school education activities are activities that involve educational processes aimed at the environment (Öztürk, 2009).

Thus, conceptual issues and information that are not understood in the classroom are necessary for the better understanding of the learners. Field trips with non-formal educational activities are also called informal education. This type of education gives the education environment in the school a wealth of enrichment and makes them concrete by applying the abstract concepts for the students. These kinds of practices provide the development of science fiction as well as the development of the photography skills of this research. In this way, the students establish relations with daily life by practicing what they learn in school (Chin, 2004, Bozdoğan, 2007). As a result, since field trips are one of the informal learning techniques, they change the viewpoint of the learners and affect the viewpoint of the students. (Borat, 2009)

The activities to be carried out during the trip should be qualified planning and practitioner (heavenly, hooker, month, 2009). The correspondence and permission during the organizing of the field trips of the school trips are considered as a complicated and troublesome process and make the applicability of these trips difficult. This situation reduces the desire of teachers to organize trips (Bozdoğan, 2007).

2. PURPOSE OF THE RESEARCH

The main aim of this research is to express the views of the students who take photo lessons about the ability to perform field trips. Depending on this basic purpose, the answers to the following questions are searched.

1. What do you think about the prospects and contributions of field trips in the photography course?
2. What do you think about the problems they have experienced in realizing themes in the field trips within the photography course?
3. At what level do you see yourself enough in the context of photo-tour editing?
4. What are the technical problems you are experiencing during photo touring?
5. What modes and techniques do you prefer during photo touring?
6. What are your suggestions for efficient and effective photo touring?

3. LIMITATIONS

The research is limited to the data obtained from the 2nd and 3rd year students who took the course of Photography in Graphic Design Department 82 students participated in the study.

4. METHOD

4.1. Model of your research

The survey model was used in this study aiming to determine the views of the students who take photography course on the ability to perform field trips.

4.2. Participants

This research was carried out on 2nd and 3rd year students who took Photography course at KTO Karatay University, Faculty of Fine Arts and Design, Graphic Design Department. 74 students, 32 girls and 42 boys, participated in the study.

4.3. Collection and Analysis of Data

In the scope of the research, open ended questions were asked to the students and a questionnaire was applied. In the questionnaire, 6 questions were asked to determine the opinions of the students about the ability to perform photography trips. The answers to the questionnaires were analyzed through descriptive analysis. The purpose of the descriptive analysis is to present the findings to the reader in an organized and interpreted manner (Yıldırım and Şimşek, 2000, p. 159). Tables were prepared for which theme the open-ended questionnaires will be organized around and which data analysis will be presented. Open-ended questionnaires are handled one by one and options are listed according to the answers given by students for each question. During the identification of findings, the data obtained through the open-ended questionnaire are digitized as qualitative data (Moon, 2010).

5. RESULTS

The views of the university students regarding the ability to perform sightseeing related to photography trips were tried to be explained under six different headings below. Opinions of university students were presented in tabular form, and the frequency value was directly quoted

from the high and low opinions. University students' views on the importance and contribution of field trips in photography class When the students' views on the importance of photography trips and contributions are examined in Table 1, it is seen that the field trips expressed their importance in different ways. As it is seen in Table 1, students express that it is appropriate to visit photography lessons course discipline. They express that the techniques taught in this course are consistent and permanent.

Table 1: University students' views on the importance and contribution of field trips in the course of photography.

Opinions	f
Reinforced the information	25
Making the course efficient	21
He made me practice	19
Facilitated my understanding	15
Provided me to improve myself	14
I did not learn the techniques better	12
Provided experience	9
I did not like the class	9
Provided a more careful monitoring of the environment	8

In the open-ended questionnaire, students who thought that field trips were important as part of the photography course, stated their views as follows. "... provides us to improve ourselves in photography", "We learned to take pictures in different techniques, at the same time we had good social times ..." "... we made it possible for us to improve ourselves by taking photographs ..." teach basic technical knowledge. Increase visual perception. The techniques I have built reinforces ... "; " ... the techniques have been thoroughly learned and reinforced the application I made ... "Results show that students who take photography courses are aware of the importance of field trips. University students' opinions about the problems they have experienced in realizing themes in field trips It is seen that university students' opinions about the problems they have experienced in realizing the themes in their field trips within the scope of photography lesson are examined in Table 2 and they are expressed differently in different ways. As seen in Table, students stated that they experienced inadequacies in realizing the subject they live in their photography lessons. There are also students who express the fact that the techniques taught in this course are reinforced and that they have problems

Table 2: Views of university students about problems they have experienced in realizing themes in field trips.

Opinions	f
I have difficulty in taking the given place	16
I have trouble clearing the background	14
I'm having trouble pinning when applying technique	12
I'm having trouble	10
I have difficulty finding the object to take	8
I'm having a hard time reacting to the people around me while shooting	8

University students expressed their opinions in the open-ended questionnaire about the problems they have experienced in realizing the themes on the field trips within the photography lesson. "... I am having a little trouble clearing the background I have set up a very good topic, for example, and I do not like the picture at all if the background is not clean ... I do not like the picture at all ...", "... I do not have any problems ..." "... ", " ... sometimes I have difficulty in creating composition. I want to draw it as I imagine it, except as I see it with the eye, but sometimes it does not happen ... ", " ... I am having problems finding objects in some subjects. As a result, the students indicated the problems they experienced in realizing the themes within the photography lesson.

Students' opinions on how well you see yourself in the context of photo-tour editing. Student's views on the question of how well you see yourself in the context of photo-touring arrangements of university students expressed themselves as being inadequate in what they see to be sufficient in some cases they think they are adequately satisfied with.

Table 3: Student views on how well you see yourself in the context of photo-tour editing

opinions	f
I do not see enough	25
I see enough	25
I see enough in the middle	15
I have enough equipment I have	12
I see enough	12
I see inadequate because I just started	7

University students in their field trips in the scope of photography course In the open-ended questionnaire about the opinions of the students about the question of how well you see yourself in the context of photo-tour arrangement, "... I see enough because I think I have information about the places where we can catch the compositional values we can catch artistic values ...", "... We see enough of ourselves that we learned all the techniques in photography." "... I see it at the middle level because I am in the middle level because I am afraid to withdraw ...". "... I do not see enough. Because I am not well informed ... ". "... Partly enough I see. I think that there is a little more way in front of me since I started near photography. As a result of the findings, the students stated that they are inadequate in the field trips in the field of photography less than sufficient. Student opinions on how to ask about technical problems you are experiencing during a photo tour When you look at Table 4 on how to ask technical questions about the technical problems you are experiencing while taking a photo tour, they expressed themselves as having problems with machine settings, focusing settings, charging difficulties, light settings.

Table 4: Student opinions on how to ask technical questions about photography.

Opinions	f
I'm having trouble changing snapshots and aperture settings for each subject 15	15
I have trouble with machine settings 14	14
I have trouble with machine settings 14	14
I'm having trouble adjusting the camera light with the ambient light	10
I'm having trouble getting it down	10
I'm having trouble making light settings	9
I have a charging problem	8
I'm having trouble adjusting my f values	8
I'm having a hard time because the machine is not professional	3

University students in the field of photography during the course of photography During the open-ended questionnaires on the opinions of the students about the technical problems that you experienced during the photography trips, "... I just can not get the focus to focus on the new, I'm missing a few snapshots ...", "... sometimes I can have a charging problem. I may not be able to take the photo I want, which may not be enough ... ", "... I can not give the desired effect on some subjects that are caused by the inadequacy of the camera. Sometimes I am having problems with machine light settings ... ", "... I can not adjust the value of iso and f, but it is difficult to find the correct shutter speed. Sometimes it is difficult to adjust the light ... ". As a result, students expressed themselves as having problems with machine settings, netting settings, charging difficulties, light settings. Student opinions on which modes and techniques you prefer during a photo tour

When you look at **Table 5**, you can see that they use manual mode, TV mode, hunting mode, depth of field, depth of field slit, panning, portraiture, light painting and long exposure techniques when looking at the technical problems you are experiencing during photo touring.

Opinions	f
Manual mode	35
TV mode	15
AV mode	13
Depth of field	17
Portrait shots	123
Light painting	10
Long exposure	8
Pan shooting	8
Slit traction	4

University students in the field of photography during the course of photography During the open-ended questionnaires on the opinions of the students about the technical problems that you experienced during the photography trips, "... I use the manual mode and the tv mode the most, I can adjust the settings I want in the manual mode, and I use the TV mode more times when I control the shutter and the diaphragm at the same time ...", "... I use TV mode and prefer montro technique and portraiture because I can use them in daily life I think it is more space ", "... I like to create natural and artistic compositions of portrait, light painting and moving ice cream are fun and beautiful works ... ", "... depth of field and deep depth of light painting techniques reveal the point where you want to actually mention the photo. I use it to add a fantastic effect to the photo ... ", "... I prefer depth of field because it is the technique most suitable for everyday photography. As a result, students stated that they used manual mode, tv mode, hunting mode as well as depth of field slit, panning, portraiture, light painting and long exposure techniques. Student opinions on how to ask your suggestions for efficient and effective photo touring

When you look at **Table 6**, you can see that the short and the essence are sufficient, that they should be more frequent, that they want to shoot in better surroundings, that it is important to do the trips, they would be good.

opinions	f
We want to be more frequent	17
To be broader and more comprehensive, it is necessary to make out-of-city trips	16
It is important to have trips 13	13
We want to shoot in more beautiful, different environments	12
It is enough that the trips are short and concise	11

In the open-ended questionnaires on students' opinions on how to ask questions about how to propose photos for efficient and effective photographing of university students in the scope of photography lessons of university students stated that "... I would prefer to go to more beautiful places, expand my horizons in different places ...", "... ", "... If it is done more frequently, we will be able to apply it more technically and have a chance to spend it ... ", "... We are efficient enough. I can learn more about photography ... ", "Photography trips can be more frequent ... ", "... I can organize a wide range of trips and go out of the city ... ", "... I think it should be done more frequently ... "As a result, , that they should be more frequent, that they want to shoot in better surroundings, that it is important to do the trips, and that there should be a wide and comprehensive outing of the city.

6. CONCLUSION DISCUSSION AND SUGGESTIONS

According to the results of the research, a large part of the students who took photography courses were thought to be very important in field trips. He also expressed his opinion that the field sightseeing trips will contribute to the learning and consolidation of the techniques included in the photography lesson, giving the students opportunities to learn by living, embody the information and make it easier to learn.

As an example of field trips, Yönev (2008) stated that the use of trip observation activities in history lesson education taught in secondary education is effective. According to the result obtained, it is necessary to expand the trip observation activities. When looking at the field in summer, the trips from non-class activities are successful in teaching, helping students to use the techniques actively and help them to use different techniques. This situation also increases the self-confidence of the students.

As another example to the field trips, Gökçe, Çengelci and Ay (2009) contribute to the development of the field trips of the students in the social studies course, to develop the sensitivity of the students to the historical and natural environment, to the work place in the social structure. In this context, field trips of the students who take photo lessons cause students to reinforce their socialization techniques. Students are of the opinion that field trips should be more frequent and comprehensive.

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